

Home of Franklin D. Roosevelt NHS

FDR's Boyhood Education Program



Pre-visit Materials 1st - 3rd Grades



Photo courtesy of FDR Presidential Library

FDR's Boyhood: Table of Contents



Table of Contents

A note from the NPS Education Specialist.....	1
A note from Hyde Park Central School District.....	3
Planning your trip.....	5
Tips for a Successful Field Trip Experience.....	7
Overview - Curriculum-based Program: " <u>FDR's Boyhood</u> "	8 - 11
FDR's Boyhood Farm Tour - Ranger Lead.....	12 - 14
Bird Study Nature Hike - Backpack & materials supplied - Ranger Lead.....	15 - 20
Puppet Show - " <u>Franklin's Fine Feathered Friends</u> " Ranger/Teacher Lead....	21 - 48
19th Century Games - Game's FDR may have played - Teacher Lead.....	49 - 56
Student Pre-Post Visit Activity Sheets - Teacher Lead.....	57 - 74
Background Information.....	75 - 84
Photography Permission Slip.....	85 - 86
Program Evaluation - If you choose to fill out an evaluation there is a form on our Website.	

A Note to The Teacher



Dear Teacher:

We are pleased that your group will soon be visiting Roosevelt-Vanderbilt National Historic Sites. In preparation for your visit, we have put together the following pre/post visit material and activities to assist you in preparing for your visit.

It is important to us that your students be prepared for their visit to our site. If they have the background knowledge on the topics included in this packet they will be able to better understand their place-based experience here at Roosevelt-Vanderbilt National Historic Sites, and its relationship to their school studies. We have designed our programs to tell the parks story by using the cultural and natural resources at the site and by linking them to the New York State Curriculum Standards. We hope you find the pre-visit material helpful.

We look forward to your visit with us!

Sincerely,

Susanne Norris
Education Specialist
Roosevelt-Vanderbilt NHS
4097 Albany Post Rd.
Hyde Park, NY 12538

Please feel free to call us at (845) 229-0174.

<p style="text-align: center;">A Note from Hyde Park Central School District Department of Humanities</p>

Social Studies Philosophy

Social Studies, as it is taught today, is comprised of a series of interrelated disciplines, shaped by state and national mandates, historical precedent, and daily experience. More than any other subject area, social studies is expected to combine specific content knowledge with more abstract understandings that will enable students to function within the contemporary political, economic, and social order. As a result, the expectations regarding the teaching of social studies are at once enormously broad, as defined by community expectations, and very precise, as delineated by the New York State standards. It is thus doubly important that we as educators make visible our commonly held, underlying values and assumptions about this subject.

We believe that the teaching of social studies should enable students to:

- actively participate in the civic life of their community and nation
- value the natural and built environment that shape their way of life, with special attention to the historic sites of Hyde Park and the Hudson Valley
- understand the fundamentals of the different disciplines that comprise the social sciences, such as geography, anthropology, sociology, as well as history
- differentiate between fact and opinion
- evaluate the uses of different types of historical and contemporary sources
- act as “social scientists” in their construction of knowledge by text-, media-, and technology-savvy
- develop the essentials of “good character,” including a sense of empathy, moral behavior, and responsibility.

- respect differing cultures, belief systems, generations, ability types and individuals
- value artistic and literary creations of past and present societies
- integrate the social sciences with other core subject areas
- identify meaningful role models from various historical, political, economic, and social spheres
- be familiar with the terms, people, places, and events that will enable them to be culturally literate
- utilize social science skills to be lifelong learners.
- build on prior learning to deepen and extend their knowledge and understanding
- actively construct knowledge about the past and present
- grapple meaningfully and collectively with historical debates and issues of modern society
- understand the essential questions, big ideas, and concepts that create an organizing framework for the details of historical study
- construct a historical narrative that shows an appreciation for the study of history
- connect current events to historical issues, ideas, and trends
- achieve social and academic competence regardless of ability, learning style, or socio-economic status
- benefit from professional cooperation and collaboration that promotes the integration of new resources and new research to strengthen teaching and learning
- understand the interconnectedness of the “global world” in which they live.

Planning Your Visit



Directions

To the Home of Franklin D. Roosevelt National Historic Site and the Franklin D. Roosevelt Presidential Library

From the NY State Thruway: (I-87), exit 18 (New Paltz), take 299 east to 9W south, follow signs to the Mid-Hudson Bridge. After the bridge crossing follow the overhead signs to Hyde Park and Rt. 9 North. The Home of Franklin D. Roosevelt National Historic Site and Presidential Library entrance will be on your left after approximately 5 miles. Proceed to parking area. Please park buses in designated areas.

To the Vanderbilt Mansion National Historic Site

From the North take Rt. 9 South to Hyde Park. Just as you enter Hyde Park, the Vanderbilt Mansion National Historic Site will be on your right. From the South take Rt. 9 North to Hyde Park pass through town. The Vanderbilt Mansion NHS entrance will be on your left, just a short distance from the Hyde Park Fire Department on your right.

To Eleanor Roosevelt National Historic Site

At the Route 9 intersection, at the South end of Hyde Park, turn onto Rt. 40A or St. Andrews (from south turn right, from north turn left). Stay on Rt. 40A until the traffic light. At traffic light turn left, onto Rt. 9G and follow 9G for half a mile. Turn right into the entrance and proceed to parking area.

Rules

During the programs and tour all backpacks, cell-phones, walkmans, gum, drinking and eating are not permitted. Flash photography is not permitted. There must be one chaperone per 10 students, and no more than five chaperones per 50 students. Teachers and chaperones alike are asked to actively participate in the program along with the students.

Where to go upon your arrival & what to wear

Please arrive 30 minutes ahead of your scheduled tour to allow for restroom breaks and ticket pick-up. If you have reserved a tour, please wear comfortable clothing and walking shoes. If you have reserved an environmental education program, please dress appropriately for the weather and outdoor activities. During the tours and programs drinking and eating are not permitted, except on hikes.

Planning Your Visit



Home of Franklin D. Roosevelt NHS

Buses should pull up in front of the Henry A. Wallace Visitor and Education Center. Teachers and students will be greeted by a park ranger or Presidential Library staff member for their reserved program upon their arrival.

Vanderbilt Mansion NHS

Buses should park in designated bus parking area. Students and teachers should report to visitor's center to pick up tickets and meet the ranger for the tour.

Eleanor Roosevelt NHS

Buses should park in designated areas. Teachers and students should report to the visitor's center to pick up their tickets and meet the ranger for their tour. The lunch room is available first come/first serve.

Where to have Lunch

The lunch room is available first come/first serve. The room holds up to 50 students. In good weather school groups may have lunches outside under the tent area.

Bathrooms and Gift Shops

The restrooms and gift-shops are located at the Vanderbilt Visitors Center, the Tourist Information Center at the FDR Home and at the Presidential Library, and near the Val-kill bookstore.

Cancellations

All cancellations should be made with the reservation system 1-(800) 967-2283, except for cancellations on the day of your visit, then call (845) 229-6076. There may be a cancellation fee involved.

Preparing your students

Prior to your trip, please prepare students for the field trip. You will find pre/post visit material enclosed in this folder for your use in the classroom.

Tips for a Successful Field Experience



- The National Park Service requires 1 chaperone for every 10 students.
- Backpacks, cell phones, ipods, food, and gum are not permitted on the tours. Please leave packs on bus or in lunch area.
- Students should wear nametags.
- Reservations maybe made for lunch space when you arrange your field trip with the registrationist.
- Public restrooms can be found in the Wallace Education Center, the ground floor of the FDR Presidential Library and in the small carriage house behind the stables at the FDR Site, and at the Val-Kill and Vanderbilt Mansion Visitor Centers.
- Wear comfortable walking shoes and clothing according to the weather. The tours move outside between several buildings on the grounds.
- Dress appropriately for outdoor education programs. Students should wear sneakers, or hiking boots (no sandals, or shorts please). Rain coats should be worn in rainy weather, and warm coats on chilly days.
- Request that parents apply insect repellent and sunscreen prior to school the day of your trip.



Overview



FDR's Boyhood Education Program

Overview

FDR's Boyhood Education Program: Grades 1 - 3



Program Description

During The four part program “Franklin’s Boyhood” students will participate in the puppet show “Franklin’s Fine Feathered Friends”, FDR’s Boyhood Farm Tour, or a choice of two from the four listed activities: Nature Walk/Bird Study, 19th Century Games, From Grass to Table, or From Orchard to Cup.

This is a full day program. Teachers and students may arrive on site at the start time of 9:00, 9:30, or 10:00a.m. (no later). The day will conclude at 1:00 or 1:30p.m. If you wish to stay longer that is an option. Please discuss this with the NPS education specialist prior to your visit.

Pre-requisite for field trip: Teacher Training is offered during the school year.

This Program “FDR’s Boyhood includes four activities.

Activity I

FDR’s Boyhood Farm Tour - Ranger Lead

Activity II

Puppet Show - “Franklin’s Fine Feathered Friends” - Teacher Lead

Activity III

Bird Study Nature Walk - Backpack & materials supplied - Park Ranger or Teacher Lead

Activity III

19th Century Games - Game’s FDR May Have Played - Teacher Lead

Curriculum Standards

NYS Standard 1: Grade 2 Social Studies

Events, people, traditions, practices, and ideas make up an urban, suburban, or rural community. My urban, suburban, or rural community has changed over time.

Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

NYS Standard 1: Grade 2 English Language Arts

Students will read, write, listen, and speak for information and understanding.

NYS Standard 2: Grade 2 English Language Arts

Students will read, write, listen, and speak for literary response and expression.

Curriculum Standards Continued



NYS Standard 4: Elementary Mathematics, Science, and Technology

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

For more information on New York State Standards see www.emsc.nysed.gov.

Essential Question

Does a person's childhood affect who they become as a grown-up?

Focus Questions

How is life as a child today different from when FDR was a boy?

How is life as a child today the same as when FDR was a boy?

Would you have liked to be a friend of FDR? Why or why not?

Content Understandings

The students will relate to the childhood of FDR.

Concept Understandings

Culture in connection to community and how it influences who you are. The students will understand that coming from a wealthy family has advantages and disadvantages.

Key Terms

Birds

childhood

Conservation

Compare/contrast

hobbies

Springwood

19th Century farming.

wealthy

Suggested Time Frames

2 – 3 days for pre-visit activities

45 minutes for each activity at the Roosevelt Site 9:00 - 1:30

2 – 3 days for post visit activities

Pre/Post –Visit Activities

See page 58 for activity sheets

Student Assessment



Student Assessment

See each individual activity for student assessments.

Site Experience

1. The students will take a guided tour of the FDR grounds. The tour focus will be on FDR's childhood, farm and his home life.

On the tour the ranger will mention the following:

- ◆ FDR's love for birds. Students will be able to view the partial bird collection in the home, by main entrance.
- ◆ Franklin was taught at home.
- ◆ His mother & father's expectations of childhood behavior.
- ◆ He did not have television and electricity when he was a child.

2. Puppet Show—"Franklin's Finn Feathered Friends"
3. Bird Study Nature Hike
4. 19th Century Games

For more information call:

Susanne Norris, NPS Education Specialist
Roosevelt-Vanderbilt National Historic Sites
4097 Albany Post Rd.
Hyde Park, NY 12538
(845) 229- 0174

Roosevelt-Vanderbilt NHS

A Typical On-Site Schedule

Teacher _____

Date _____

School _____

Grade _____

of Students _____

Group 1			Group II		
	9:45 – 10:00	Arrival		9:45 – 10:00	Arrival
(22 students) NPS Staff	10:00 -10:45	Puppet Show @ discovery center	(22 students) NPS Staff	10:00 – 10:45	Farm Tour
NPS Staff	10:45 – 11:30	Farm Tour	NPS Staff	10:45 – 11:30	Puppet Show @ discovery center
Teachers	11:30 – 11:50	Lunch under tents @ Discov- ery Center & Bathroom break	Teachers	11:30 – 11:50	Lunch under tents @ Discovery Center & Bathroom break
Teacher lead	11:50 – 12:20 Road to Rosie's	Nature Walk/ Bird Study Study @ Road to Rosie's House	Teacher lead	11:50 – 12:20	19 th Century games @ D.C. Lawn
Teacher lead	12:20 – 1:00	19 th Century games @ D.C. Lawn	Teacher lead	12:20 – 1:00	Nature Walk/ Bird Study @ Road to Rosie's House
	1:00	Depart for school		1:00	Depart for school

***Please note:** You may extend the amount of time you have on a field trip. You could plan to arrive at 9:00 and leave at 1:30

FDR's Boyhood Farm Tour



Ranger Lead Tour

FDR's Boyhood Farm Tour



Grade levels 1st – 2nd grades

Length of Program 1 hour

NYS Curriculum Standards

Grade 2 Social Studies

Content, Themes & Concepts

Events, people, traditions, practices, and ideas make up an urban, suburban, or rural community. My urban, suburban, or rural community has changed over time. Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

NYS Standard 1: Grade 2 English Language Arts

Students will read, write, listen, and speak for information and understanding.

NYS Standard 2: Grade 2 English Language Arts

Students will read, write, listen, and speak for literary response and expression.

NYS Standard 4: Elementary Mathematics, Science, and Technology

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

House Tour

As part of the farm tour the students will visit the servants area in the downstairs portion of the Roosevelt house for a brief time.

Program Theme

The purpose of this unit of study is to introduce primary age children to the life and times of Franklin Delano Roosevelt. Through exploration of his childhood interests and experiences and through his connection to his community, students will develop an understanding and appreciation of this great American leader.

Essential Question

Does a person's childhood affect who they become as a grown-up?

Focus Questions

How is life as a child today different from when FDR was a boy?

How is life as a child today the same as when FDR was a boy?

Would you have liked to be a friend of FDR? Why or why not?

Franklin was born at home as most children at the time were – how is that different from today?

FDR's Boyhood Farm Tour



Content Understanding

Culture in connection to community and how it influences who you are. The students will understand that coming from a wealthy family has advantages and disadvantages. The students will relate to the childhood of FDR.

Program Objectives

After participating in the program the students will be able to:

- ◆ actively participate in the civic life of their community and nation
- ◆ value the natural and built environment that shape their way of life, with special attention to the historic sites of Hyde Park and the Hudson Valley
- ◆ differentiate between fact and opinion
- ◆ evaluate the uses of different types of historical and contemporary sources
- ◆ identify meaningful role models from various historical, political, economic, and social spheres
- ◆ be familiar with the terms, people, places, and events at the Roosevelt home.
- ◆ utilize social science skills to be lifelong learners
- ◆ actively construct knowledge about the past and present
- ◆ understand the essential questions, big ideas, and concepts that create an organizing framework for the details of historical study

Pre-visit Material

- ◆ The teacher will ask the children what they already know about Franklin D. Roosevelt. When did he live? Where did he live? Why was he important? What was his childhood like?
- ◆ Read and discuss the Student Reading: Franklin Delano Roosevelt's Boyhood.
- ◆ The teacher will read Sesame Street Goes to the Museum and/or lead a discussion about the reasons to refrain from touching objects in a museum (the oils on our skin can ruin the valuable, historical items, etc.)
- ◆ The teacher will complete a Venn diagram* with the class comparing/contrasting the life of Franklin Delano Roosevelt and modern student life.

Where program begins

The Wallace Center.

Finishes

At drop off site for next program. See park educator for directions.

Transitions

Wallace Center, apple orchard, garden area, icehouse, greenhouse, stables, dog houses, laundry room, sledding hill, and house.

Bird Study Nature Hike



Jan. 23, 1896, Cloudy, 32 degrees

“Saw a flock of 9 Pine Grosbeaks. These birds were eating the pine cones at the top of some large trees; they were all in gray plumage, except one, in whom the rusty red was very apparent in the sunlight.”

- From FDR's Bird Journal

Bird Study Nature Hike



Program Description

Nature Walk & Bird Study - Backpack & materials supplied - Teacher or Ranger Lead (prearranged)

Curriculum Standards

NYS Standard 1: Grade 2 Social Studies

NYS Standard 4: Elementary Mathematics, Science, and Technology

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

For more information on New York State Standards see www.emsc.nysed.gov.

Nature Walk

You can use your nature walk to investigate where and how birds live. Use the map to guide you on your hike. You may choose to walk out to the Beatrice Garden next to Bellefield at park headquarters. This walk will give you the opportunity to investigate birds that might use tall pine trees, an open field, a lawn area, and a flower garden. You may want to walk on the dirt road next to the field in front of the FDR Home, or time permitting hike on the trail to the ice pond.

A Nature Backpack is provided for program use.

Materials include:

Directions on how to use.

“For the Birds” sound card identifier (Please be careful with this item as it is fragile and expensive)

Binoculars

Bird ID book

Bird Picture Cards

Bird adaptation game & reproduction bird skulls

A copy of FDR’s Bird Journal

Essential Question

Does a person’s childhood affect who they become as a grown-up?

Focus Questions

How is life as a child today different from when FDR was a boy?

How is life as a child today the same as when FDR was a boy?”

Would you have liked to be a friend of FDR’s? Why or why not?

Bird Study Nature Hike



Content Understandings

The students will relate to the childhood of FDR.

Concept Understandings

Culture in connection to community and how it influences who you are. *The students will understand that coming from a wealthy family has advantages and disadvantages.*

Key Terms

Adaptation, birds, bird study, childhood, conservation, ecology, habitat, hobbies, niche, Springwood, taxidermy, wealthy.

Suggested Time Frames

2 - 3 days for pre-visit activities

45 minutes for each activity at the Roosevelt Site 9:00 - 1:30

2 - 3 days for post visit activities

Pre/Post –Visit Activities

Focus Questions

1. What do birds do?

Answer: They compete for space & food. They hunt for food, nest site and materials, attract a mate through song and colors, mate, incubate eggs, care for their young, teach young how to fly and find food, and migrate.

2. Where do they live, and nest?

Answer: There many different species of birds, each species has its own set of criteria for habitat and nesting. Some species make their nests in a tree cavity, other make a nest in the twig branches of a tree using twigs and soft materials to build the nest. Others use mud and straw, or a cliff dwelling. Much depends on the materials found in their habitat and other survival necessities.

3. What do they eat?

Answer: Depending on habitat they may eat seeds, insect, worms or other food sources.

Bird Study Nature Hike



4. How are birds different from each other?

Answer: Birds are different from each other because of the different habitats they live in. Seashore birds may have long legs and beaks to help them find their food from under the water or under the soft soil. Birds of Prey have large wings, sharp beaks, and eyes that can see from miles above the ground to find their prey. Some song birds have short wings and beaks that can crack open a seed. Other's have long beaks that can suck the sap out of a flower or insects out of a tree. Birds have different adaptations that assist them in surviving in their habitat environment.

5. How do birds Fly?

Answer: Bird feathers assist in their flight patterns. Long wings, short wings, tail feathers, wing feathers, and down feathers all assist the bird in flying. The different feathers help the bird do different maneuvers and can help them with the speed of flying, quietness (to sneak up on prey), gliding, soaring, diving, and even protecting them from the wet or cold weather.

6. Do birds need a healthy environment to live in?

Answer: Although birds are very good at adapting to their environment they are still very susceptible to pollution and loss of habitat.

7. Do birds still need forests like the ones FDR grew?

Answer: Yes, forests are very important to certain species of birds for habitat, food, shelter, and migration.

8. Can birds live without other animals?

Answer: No, All creatures are part of the ecosystem. Each animal and bird has a role in it, and each effect the food chain and other cycles.

9. What problems do birds face today?

Answer: Habitat loss, forest fragmentation (building and highways all around a small forested area), and pollution.

Bird Study Nature Hike



10. Why are bird's environmental indicators?

Answer: Next to amphibians birds are very sensitive to environmental changes, and can be studied to determine if there are environmental problems. Usually, birds that are having difficulties are put on the threatened or endangered list. An example would be the Piping plover. Its habitat and nesting area are along costal seashores. They are considered threatened and endangered in some areas because of habitat loss (humans building on the cost line), animal predation (such as fox), and disturbance by humans.

11. What can we do to help birds today?

Answer: Don't use pesticides. Put up bird boxes in your yard and other habitats. If you feed birds you must feed them through the entire winter.

Vocabulary

Adaptation – The ability to adjust to ones environment.

Conservation - The preservation, management, and care of natural and cultural resources.

Ecosystem - The community plus its habitat; the connotation is an interacting system.

Flight Song – A territorial or mating song given on the wing.

Habitat – A specific set of environmental conditions in which a species, or community exists.

Migration - A group of birds, or other animals that are moving together from one region or country to another

Niche - In ecology the role of an organism within its natural environment that determines its relations with other organisms and ensures its survival.

Taxidermy - the practice of preserving dead animals, birds, or fish by filling their skins with a soft material so that they look as if they are still alive. Someone who practices taxidermy is called a taxidermist.

Bird Study Pre/Post-Visit Activities



Pre-Visit Activities

Students will read the informational handout entitled, "FDR the Conservationist*."
Students will make a bird watching book (journal).
Students will discuss "A Well Dressed Nature Student*" handout.
Students will listen to and compare bird songs. (The NPS has a tape of bird songs for teacher use.)
Students will discuss how birds adapt to their environment. They will examine the properties of bird feathers and the function of bird beaks.

Site Experience

Students will take part in a nature walk for the purpose of bird watching.

Post-Visit Activities

Students will use a Venn diagram* to compare and contrast various birds: birds of prey, songbirds, game birds, waterfowl birds.
Students will complete the "Parts of a Bird*" worksheet.
Students will make a bird visor*.
Students will draw a picture of a bird they observe near their house.
Students will make a bird feeder.

Student Assessment

The teacher will evaluate each child's learning from the Venn Diagram and the "Parts of a Bird" worksheet listed above.

Teacher Pre-Reading

"Franklin and His Fine Feathered Friends" NPS puppet show script
Pre-visit materials

Student Readings

Boring, Mel, Birds, Eggs and Nests (Take Along Guide)
Brandt, Deanna, Bird Log
Sill, Cathryn, About Birds: A Guide For Children

Web sites:

birds.cornell.edu/LabPrograms/Education
www.abcbirds.org
www.nps.gov
www.fdrlibrary.marist.edu

Puppet Show



Franklin's Fine Feathered Friends

Puppet Show - ~Franklin's Fine Feathered Friends~



Rationale Relevance to FDR and his interest and study of birds.

Program Description

Students will explore another aspect of the life of FDR as they examine his love of nature and birding.

Activity Site Home of Franklin D. Roosevelt National Historic Site

Time Frame 45 Minutes

Curriculum Standards

NYS Standard 1: Grade 2 Social Studies

Events, people, traditions, practices, and ideas make up an urban, suburban, or rural community. My urban, suburban, or rural community has changed over time.

Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

NYS Standard 1: Grade 2 English Language Arts

Students will read, write, listen, and speak for information and understanding.

NYS Standard 2: Grade 2 English Language Arts

Students will read, write, listen, and speak for literary response and expression.

NYS Standard 4: Elementary Mathematics, Science, and Technology

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. For more information on New York State Standards see www.emsc.nysedgov.

Pre-Visit Activities

Students will read the informational handout entitled, "FDR the Conservationist*."

Students will make a bird watching book (journal).

Students will discuss "A Well Dressed Nature Student*" handout.

Students will discuss how birds adapt to their environment.

Students will listen to and compare bird songs. Bird Songs in puppet show are the barred owl, blue jay, belted king fisher, cardinal, chickadee, eagle, eastern bluebird, red-winged blackbird, red tailed hawk, rooster, and the turkey.

Web Links: http://www.audubon.org/bird/bird_resources.html

Bird Songs - <http://www.mbr-pwrc.usgs.gov/id/framlst/framlst.html>

Site Experience Students will see, and participate in a puppet show presented at the park. The puppet show is based on FDR's study of birds when he was a young boy.

Focus Questions

How did FDR become interested in birds?

How is the study of birds important to people?

Why is it important to respect nature?

How did FDR demonstrate a respect for nature?

Content Understanding

Students will learn about some local “feathered friends.”

Students will be able to appreciate the importance of maintaining a clean, and safe environment for the birds.

Concept Understanding

Decision Making and Citizenship

Students will learn that FDR demonstrated his interest in conservation by watching and learning about the birds he studied starting at the age of eleven and into his adult life.

Suggested Time Frame

2 - 3 days for pre-visit activities

45 minutes puppet show

2 - 3 days for post-activities

Post-Visit Activities

Students will use a Venn diagram* to compare and contrast various birds: birds of prey, songbirds, game birds, waterfowl birds.

Students will complete the "Parts of a Bird*" worksheet.

Students will make a bird visor*.

Students will draw a picture of a bird they observe near their house.

Students will make a bird feeder.

Student Assessment

The teacher will evaluate each child's learning from the Venn Diagram and the "Parts of a Bird" worksheet listed above.

Puppet Show Presentation

The Teacher or Park Ranger will present the puppet show

(This will be predetermined when arranging to take the program).

The presenter will conduct the puppet show with assistance from other teachers or chaperones. One person will read the script, one person will manage the puppets, and the other person will change the scenery paintings on cue from the script.

Materials will be provided and set up by NPS Staff. Materials: puppet theater, puppets & props, toy birds (one for each students), *“Franklin and His Fine Feathered Friends”* NPS puppet show script.

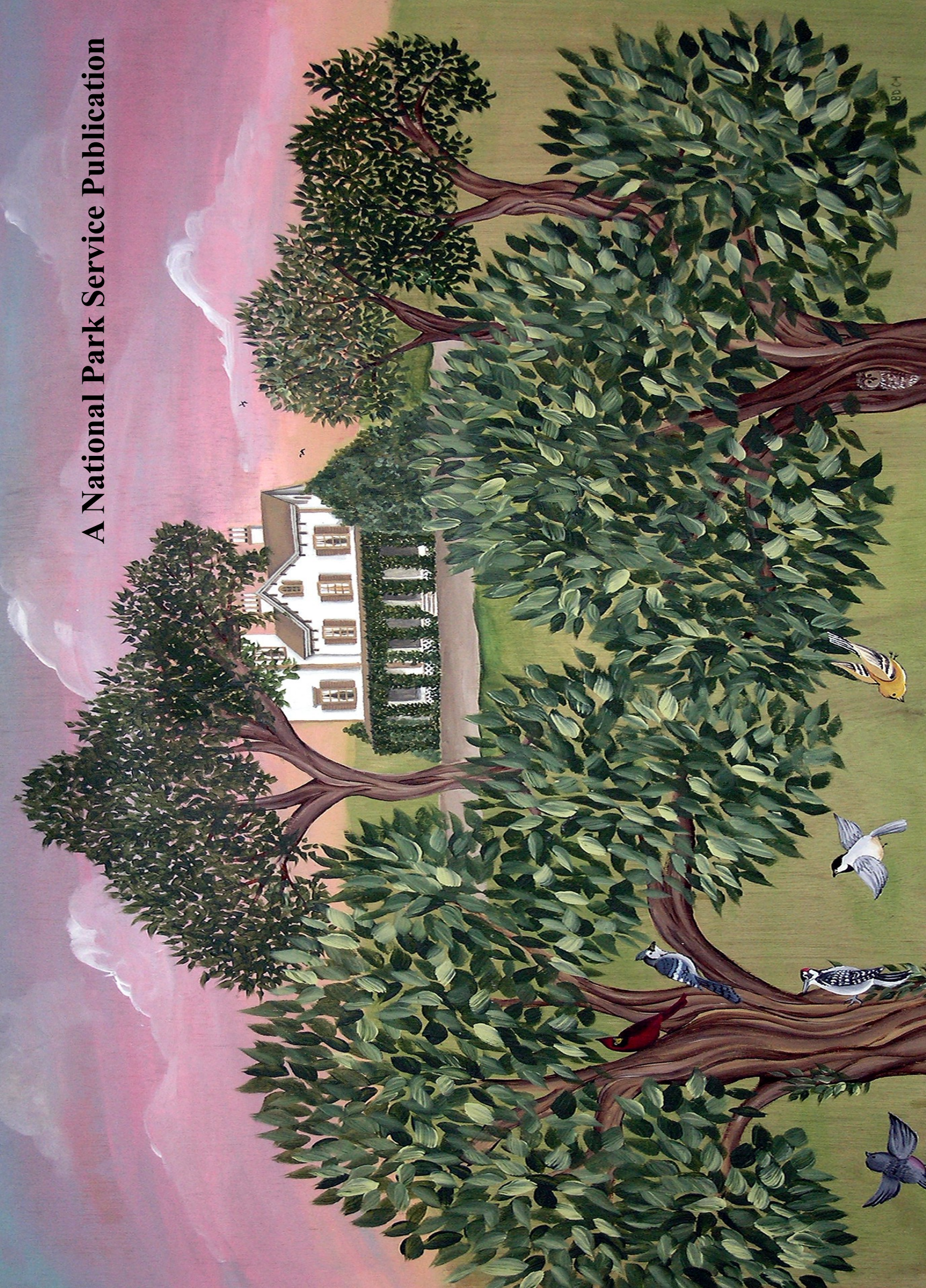
Puppet Show Procedure

1. Have students enter the room in a line having each child pick one bird from the box and then find a seat on the floor in front of the stage. *Please note: A space must be left between the stage and the students. A table will be set in front of the theater to prevent children from grabbing the stage.
2. Before beginning the puppet show review each bird with the students by holding it up for students to view. Identifying its name and press it to play its song. Students should listen carefully to the song.
3. Instruct the students that they may only press their bird (once) when they hear the name of the bird in the script.
4. Make sure all presenters are ready to go and begin reading the script.
5. At end of show review highlights of FDR & birds in the puppet show.
6. When activity is completed ask students to put the birds back into the box as they leave the room.



Franklin's Fine Feathered Friends – Puppet Show Script

A National Park Service Publication



ED 04



*This script was adapted from the book “Franklin’s Fine Feathered Friends” written by NPS
Education Specialist Susanne Norris*

for the Hudson River Valley Heritage Area Grant Program “FDR’s Boyhood”

Artist & script revised by - Barbara Daraio

*Published by the National Park Service, Roosevelt-Vanderbilt National Historic Sites
2006*

Franklin and His Fine Feathered Friends

Rooster: Crowing (Sitting on top of Stage)

Narrator: Once upon a time there was a little boy named Franklin Delano Roosevelt. (Enter FDR puppet) He was born in the year of 1882. He lived with his parents (Enter Mom & Dad) in a small farm house nestled in the country-side along the Hudson River in the town of Hyde Park, New York. His father named the family farm “Springwood.”

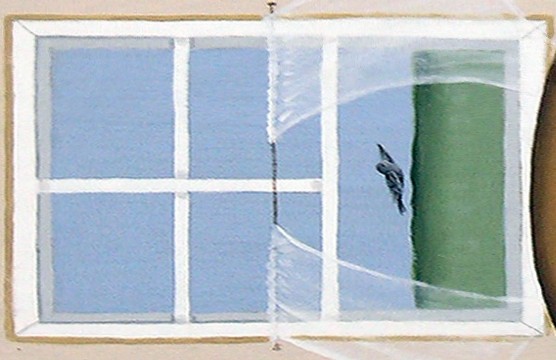
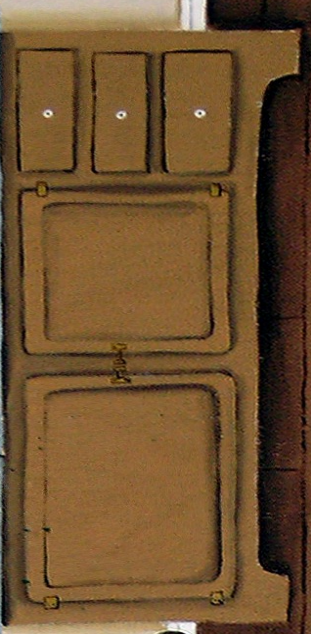
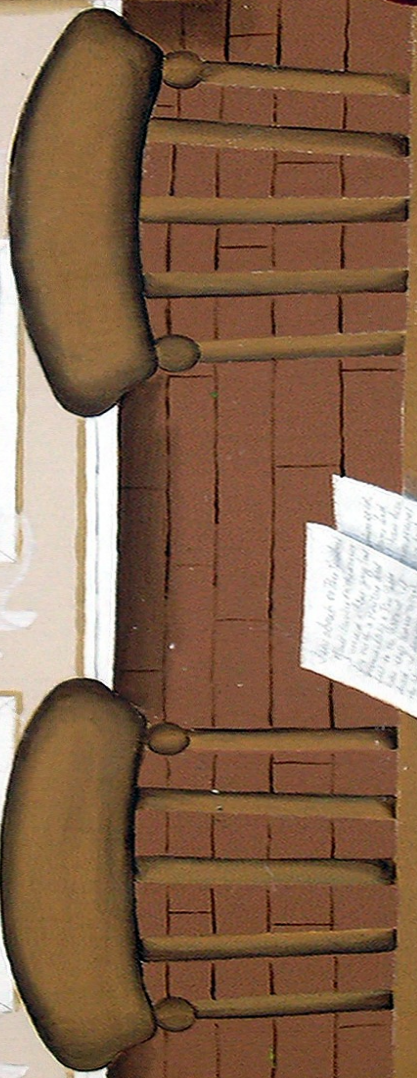
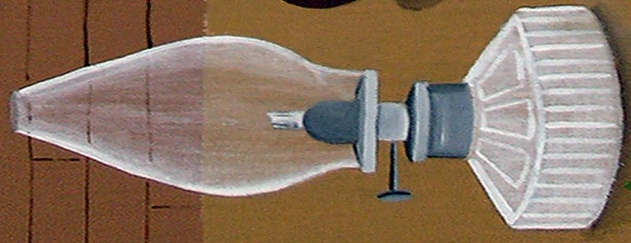
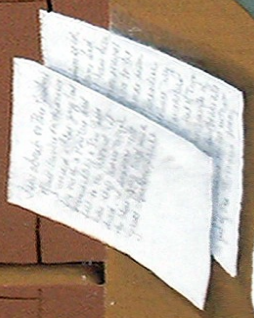
Rooster: Crowing

Chickens: Clucking

Franklin’s Mom: “Time to get up Franklin”

Franklin: (Yawning) “Okay Mom”

Narrator: When Franklin was growing up the family home had no electricity or refrigeration. As a young boy Franklin spent his school days being tutored at home where he had lessons in French, Latin, English, geography, history, and math. He would often do his reading and writing by candle light or a kerosene lantern.



Franklin's father was a gentleman farmer who owned a farm with horses, chickens, cows, and a large vegetable garden. In the mornings at breakfast Franklin loved to drink the fresh milk that was kept cold in the ice box.

Mom: "Drink your milk Franklin while it's nice and cold."

Narrator: As he drank his cold milk he would think about all of the hard work it took to keep the milk cold.

Franklin: Gosh it takes a lot of work just to keep things cold."

Narrator: The ice had to be cut from the river and the ice pond. He remembered how in the winter the horses pulled the huge blocks of cut ice from the river, on a wagon, up to the big ice house. At the ice house the farm workers would stack the ice, packing sawdust all around it to keep it from melting. Throughout the year smaller pieces of ice would be brought to the kitchen ice box to keep the food cold.

Most days Franklin loved to go out and play after his school studies were finished.

Franklin: "I finished my school work Mom. I'm going out to play."

Mom: "Okay, but be home in time for dinner. "



Franklin: “I will Mom.”

River Scene

Narrator: Franklin would tromp through the woods down towards the river, through the pine forests and streams, to where he would greet his fine feathered friends.

Franklin: “ I hope I see lots of birds today.”

Narrator: Franklin loved to listen to the birds sing. Soon he became so familiar with these fine creatures that he could recognize the songs of different birds. The cardinal’s song sounded like

Cardinal: “Choo-choo-choo” “Purty, purty, purty”

Franklin: “ Hello Mr. Cardinal.”

Narrator: The Chickadee sang its own name.

Chickadee: “Chic-a-dee-dee-dee”

Franklin: “ It’s good you know your own name Mr. Chickadee.”



Narrator: And the Blue Jay would cry out in a loud voice....

Blue Jay: “Jay-Jay” “:Queedle-queedle.”

Franklin: “Gee Mrs. Blue Jay, you sure make a lot of noise!”

Narrator: Sometime the Blue Jay even sounded like a Red shouldered hawk. The Eastern Bluebird sang a soft melodic song. Franklin loved to watch the birds build their nests and hunt for food. He learned that just by sitting quietly in the woods or along the rivers bank he could learn a whole lot about the birds and what they needed to survive. As he walked about the property he discover that some birds built their nests in a pine forest, and others in the fresh water tidal marsh. He even saw an eagle build a huge nest of sticks high in a tree near the river bank.

Franklin thought.....

Franklin: “I wonder why certain birds are found in only one kind of environment?”

Narrator: Franklin had so many questions.

Franklin: “Maybe if I kept a journal of everything I see I could figure out the answers to some of my questions.”

Table Scene

Narrator: As he began to writing in his journal he thought he would jot down some questions like:

Franklin: “What are the birds doing in these places?”

“What are they eating?”

“Why did some birds build their nests low to the ground, and others high in a tree?”

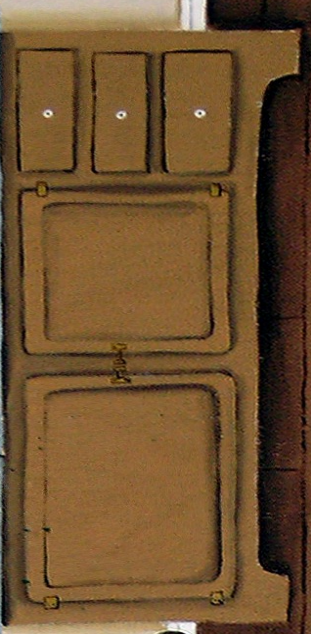
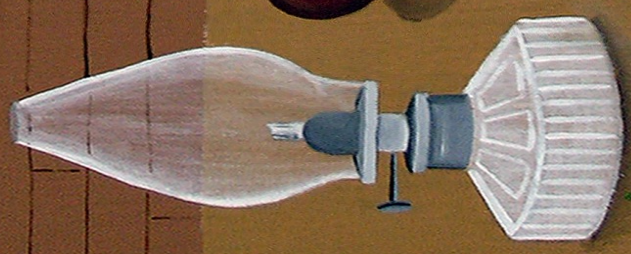
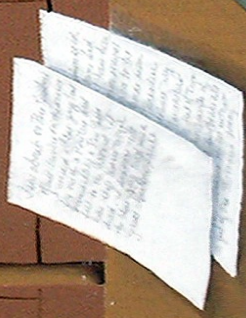
“Why did they use different materials for their nests?”

Narrator: The more Franklin studied and watched the birds the more he began to understand that each bird lived where it could find the kind of food and nesting material it needed, each in its own habitat.

Franklin: “Oh, I get it! Now its starting to make sense.”

Narrator: He began to write in his journal.

Franklin: “The Cardinal seems to like living in a home, or habitat of wooded edges, thickets, brushy swamps, or in gardens. That is where it finds the food it needs.”



Narrator: Franklin noticed that they liked seeds most of the year but in spring during mating season they ate insects. They also built their nests in a deep cup of twigs, leaves, and plant fibers.

Enter Cardinal & Franklin - RIVER SCENE

Narrator: As Franklin made his way through a brushy tangled thicket near the forest he discovered four pale green eggs, spotted with red and brown, in a nest in a small shrub. A Cardinal swooped down scolding Franklin for bothering its nest.

Cardinal: “Choo-choo-choo”

Franklin: “Yikes, I guess I shouldn’t bother nests that have baby birds or eggs in them.”

Narrator: In his journal he began to compare the different types of habitats and ecosystems (a pine forest, a rivers edge, an open field, a thicket, and a fresh water tidal marsh) that the birds lived in. In the spring he heard and saw Chick-a-dees in a pine forest, but in the winter he observed them in a mixed forest (of pine, maple, and oak trees), and open fields. He witnessed them eating seeds, insects, and insect larvae. Franklin was amazed when he saw a Chick-a-dee hanging upside down on a pine cone.



Enter Chick-a-dee with Pine Cone

Franklin tries to observe the Chick-a-dee by turning upside down himself.

Franklin: “I don’t think I could eat upside down like you Ms. Chick-a-dee, and I don’t think Mom would like it very much if I tried to.”

Narrator: The Chick-a-dee laughed at Franklin trying to watch him eat upside down.

Chick-a-dee: Chick-a-dee-dee-dee-dee

Narrator: The Chick-a-dees nests were made into a cup of grass, lined with soft fur plant down, feathers, and moss. The nest had six to eight brown speckled eggs inside.

Franklin: “Well that makes sense. Of course the Chick-a-dee would use nesting fibers from the same place it got its food. Why would it want to go somewhere else to search for nesting materials? That would be too much work. I think Chick-a-dees are pretty smart!”

Narrator: Franklin loved learning about birds so much that when he was eleven years old he asked his father.....

Enter Franklin & his Dad - Barn Scene

Franklin: “Dad, could I collect birds so that I can study them up close?”

Dad: “You could Franklin, but it would be a very big responsibility.”

Narrator: His father explained that in order to collect birds he would have to shoot them first, and learn the safety rules for using a gun. He would only be allowed to shoot the birds when it was not mating season, and he could only take two birds per species, one male, and one female.

Dad: “Also, Franklin, I would have to show you how to do taxidermy so you could do it yourself.”

Franklin: “What is taxidermy?”

Dad: That is when you stuff the bird to display and study it.

Franklin: “Yuck!! Wow, I guess collecting birds would be a big responsibility. Rules, taxidermy, species, I have a lot to learn.”



Enter Franklin & his Dad - Barn Scene

Franklin: “Dad, could I collect birds so that I can study them up close?”

Dad: “You could Franklin, but it would be a very big responsibility.”

Narrator: His father explained that in order to collect birds he would have to shoot them first, and learn the safety rules for using a gun. He would only be allowed to shoot the birds when it was not mating season, and he could only take two birds per species, one male, and one female.

Dad: “Also, Franklin, I would have to show you how to do taxidermy so you could do it yourself.”

Franklin: “What is taxidermy?”

Dad: That is when you stuff the bird to display and study it.

Franklin: “Yuck!! Wow, I guess collecting birds would be a big responsibility. Rules, taxidermy, species, I have a lot to learn.”



Red winged Blackbird: “O-Ka-reeee!”

Narrator: The blackbird with the red markings on its wings was fun to watch as it hopped from place to place in the marsh reeds. Their nest was made of marsh grass or reeds attached to growing marsh vegetation, and had three to five pale blue eggs, spotted with brown and purple.

River Scene

Narrator: Franklin was happy to walk closer to the river where there was more of a wind, and less bugs.

Franklin: “Ahhh, this feels better!”

Narrator: Franklin had been spying on a bird of prey for several weeks. This magnificent creature had a large black body with a white head and tail, and a heavy looking yellow beak. He had been studying the Audubon book of bird drawings, and it had the perfect drawing of this particular bird. When this bird sang there was no mistaking it for anything else other than a Bald Eagle. Today was no different as the Eagle flew way above Franklin’s head.

Enter Eagle: Eagle flies around in the sky, and lands on a tall tree branch, watching Franklin from above. Eagle cries out his call.



Narrator: Its call was a squeaky cackling with thin squeals. It made its home along lakes, rivers, marshes, and even near the ocean where it could find its favorite food...fish. Franklin marveled when the eagle went to catch its prey as it would snatch the fish from the surface of the water with its talons.

Franklin: “Boy, Eagles are amazing, and they sure can catch fish. I wish I could catch fish like that! All I have is a fishing pole, and it takes hours to catch one fish!”

Narrator: Franklin saw that the eagle made its nest out of massive sticks in a tall tree near the river, and had laid two or three big eggs.

Another bird he saw by the rivers edge was the Belted king fisher. It was a Pigeon sized bird with a brushy crest and dagger-like bill. It was grey in color on its upper body and white below. Its song was a loud rattle. This bird preferred rivers, lakes, and salt water estuaries.

Enter King Fisher: *Fly about and sing your song, hover, and dive for fish.*

Narrator: The King fisher would make its nest in an unlined chamber that was eight feet long. It would dig its chamber in sand or in a gravel bank., then lay five to eight eggs way in the back of the chamber. Franklin enjoyed watching this bird hunt for its food as it would hover and then dive into the water to get its prey. He observed the

Belted king fisher eating crayfish, salamanders, fish, insects, and even mice.

Franklin: “The belted king fisher sure is an interesting bird. I love watching it hunt.”

Narrator: Later that day Franklin went up the path from the river to the ice pond. It was here that he happened to surprise a Barred Owl in a Hemlock Tree. The owl surprised him too!

Enter Owl: “Screech, screech!!!”

Franklin: Ahhhhh!!!!

Narrator: The owl and Franklin both screamed when they surprised each other. Once they both calmed down and took a look at each other they realized they were both going to be okay.

Franklin: “Geez Mr. Owl, you scared the daylight out of me!”
OWL: “You scared me down to my feathers!”

House Scene

Narrator: As Franklin continued his walk he came to the edge of an oak and pine forest next to an open field. There he saw wild Turkeys scurrying into the forest flying high into the tree tops, as they made their gobbling sounds.



Franklin: “ I guess they’re all getting ready to settle down for the night. They are probably tired from eating acorns in the forest and insects in the fields, all day.”

Narrator: The Western sky was starting to turn red and orange in color as the sun went down.

Franklin: “I better get home before Mom starts to worry, and I’m getting pretty hungry.”

Narrator: It had been another wonderful day at Springwood for Franklin. He could think of nothing else he loved to do more than romp around the forest and rivers edge watching his fine feathered friends.

Franklin: “ I hope these birds will always be around here. Maybe someday I’ll find a way to take care of all the birds. I have an idea....maybe someday I could become President of the United States so I can make laws to protect the birds, trees, and other wildlife. Yes, some day I want to become President!

Narrator:

And when Franklin grew up he did become the 32nd President of the United States, and he did make laws to protect birds and other wildlife that he loved so well.

-THE END-

19th Century Games



Graces

Old-Timey Childhood Games

19th Century Games

Childhood Games FDR May Have Played



Rational

19th century games are relevant to FDR's Boyhood activities.

Program Description

The children will also play period games that Franklin might have played as a child.

Activity Site

Home of Franklin D. Roosevelt NHS

The games will be set up on the lawn next to the Discovery Center

Time Frame 45 minutes

Pre-Visit Activities

- ◆ The teacher will ask the children what they already know about Franklin D. Roosevelt. When did he live? Where did he live? Why was he important? What was his childhood like?
- ◆ Read and discuss the background information pages.
- ◆ The teacher will read Sesame Street Goes to the Museum and/or lead a discussion about the reasons to refrain from touching objects in a museum (the oils on our skin can ruin the valuable, historical items, etc.)
- ◆ The teacher will complete a Venn diagram* with the class comparing/contrasting the life of Franklin Delano Roosevelt and modern student life.

Site Experience

The students will play period games on Springwood lawn. These games will be taught by a chaperone. Equipment and instructions will be provided on site. (Instructions* are also included with this unit).

Curriculum Standards

Same as all other Activities

Focus Questions

Did FDR play the same games as children today?

How and why are the games different?

Content Understanding

The students will relate to the childhood of FDR.

Concept Understanding

Culture in connection to community and how it influences who you are. The students will understand that coming from a wealthy family has advantages and disadvantages. Childhood games change over time.

19th Century Games

Childhood Games FDR May Have Played



Post-Visit Activities

The students will complete a worksheet listing seven facts they learned about FDR's childhood*.

The students will complete a word search about FDR's boyhood*.

The students will replay some of the period games they learned while on the field trip.

The students will complete the Franklin D. Roosevelt "Drawing Conclusions" worksheet*.

Student Assessment

The teacher will evaluate student understanding from the "Seven Facts I Learned About FDR's Childhood" assignment or the "Drawing Conclusions" assignment.

Student Reading

Alexander, Liza, A Visit To The Sesame Street Museum

The Boy Franklin pamphlet from the Hyde Park Historical Association.

Web sites www.nps.gov

www.fdrlibrary.marist.edu

www.cr.nps.gov/nr/twhp

19th Century Game Instructions



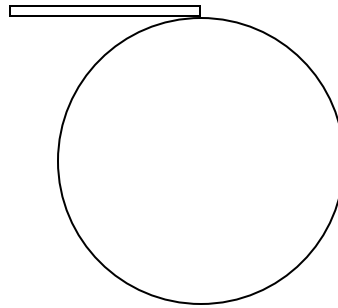
Please Note: Some of these "old time" games can be dangerous. Therefore, the games should be played in small groups under the direct supervision of a chaperone. A "stations" approach should be used whereby students rotate from one station to another.

The direction cards below can be cut out and dispersed to each game station. Each stations will have several games pieces for students to take turns with.

OUTDOOR GAMES:

Hoops or Hoop & Stick

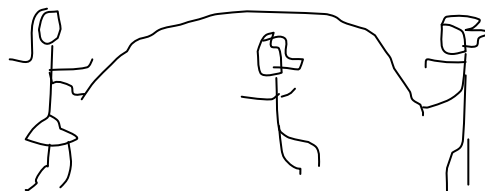
A hoop of wood, which is roughly two feet in diameter but only about an inch to two inches wide, is propelled by a child who taps or whacks the hoop with a rod to keep it rolling as the child runs with it.



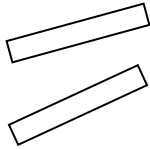
Jump Rope

The jump ropes can be used individually or as a group. There is one long rope for group jumping, and several short ropes for individual jumping.

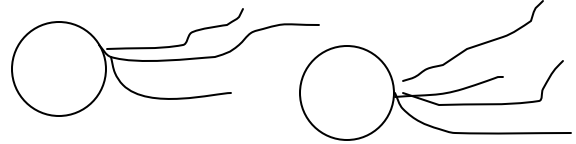
See the "Jump rope Rhymes and Games" packet to try some of the songs and games found there.



19th Century Game Instructions



Graces



This is a game which uses two wooden throwing rings approximately ten inches in diameter with decorative ribbons and four catching wands. It is played by two children. Each player would hold two of the catching wands, one in either hand. The first player would place one throwing ring over each of the catching wands in his or her possession and would cast one ring at a time to the other player, who would attempt to catch the rings on one of the catching wands he or she held. The winner would be the one who had caught the most rings in either a predetermined amount of time, or within a predetermined set of throw-and-catch exchanges.

Duck, Duck, Goose

In this game, kids sit down in a circle facing each other. One person is "it" and walks around the circle. As they walk around, they tap people's heads and say whether they are a "duck" or a "goose".

Once someone is the "goose" they get up and try to chase "it" around the circle. The goal is to tap that person before they are able sit down in the "goose's" spot. If the goose is not able to do this, they become "it" for the next round and play continues. If they do tap the "it" person, the person tagged has to sit in the center of the circle. Then the goose becomes it for the next round.

The person in the middle can't leave until another person is tagged and they are replaced.

19th Century Game Instructions

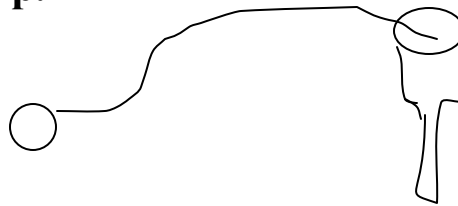


INDOOR GAMES

In the event of inclement weather, the games choices listed below can be played indoors.

Ball and Cup

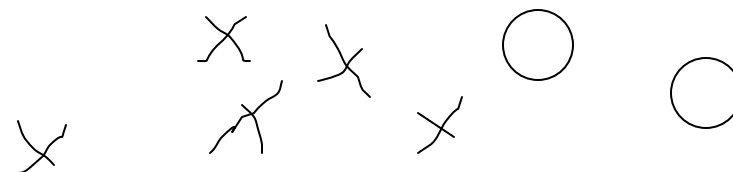
The object of the game is to swing the ball upward and catch in the cup.



Jacks

Two or more players can play this game. The first player throws all 10 jacks on the floor, bounces the ball, and picks up one jack before catching the ball. The player then throws all 10 jacks on the floor again and tries to pick up 2 jacks before catching the ball.

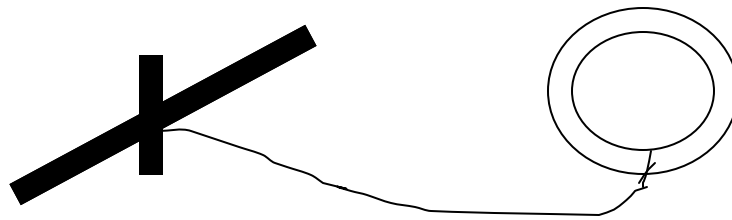
This player continues trying to pick up one more jack each time until he/she is able to pick up all 10 jacks. Players take turns trying to accomplish this task.





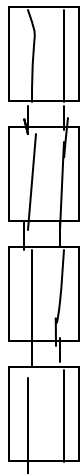
Ring Toss

The player holds the long part of the handle and gently swings the ring and tries to catch it on the short end of the handle.



Jacob's Ladder

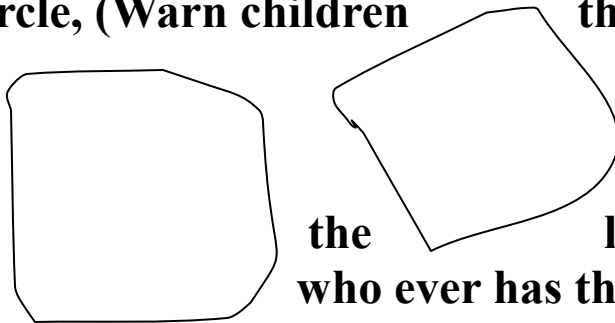
The blocks in Jacob's Ladder seem to flip over as by magic when held up at one end. Repeat the process in reverse when the blocks are up-ended.





Bean Bag Toss

Have the students sit in a circle. Explain the objective is to gently toss the bean bags to each other. They can make up a rhyme, song, or rule. They can pretend the bean bags are hot and they have to pass it quickly next to them or across the circle, (Warn children that they are not allowed to throw hard or they will be disqualified). They each choose a fruit leader call out the fruit the who ever has the bag has to throw it to person.



Student Pre & Post Visit Activity Sheets

All student activities denoted with an asterisk (*) have been scanned and saved for your use. They can be found on the following pages.

Copyrighted materials should not be reproduced; they are included for demonstration purposes only.



Pre-Visit Activities

- ◆ The teacher will ask the children what they already know about Franklin D. Roosevelt. When did he live? Where did he live? Why was he important? What was his childhood like?
- ◆ Read and discuss the background information pages written by Sue Kime*.
- ◆ The teacher will read Sesame Street Goes to the Museum and/or lead a discussion about the reasons to refrain from touching objects in a museum (the oils on our skin can ruin the valuable, historical items, etc.)
- ◆ The teacher will complete a Venn diagram* with the class comparing/contrasting the life of Franklin Delano Roosevelt and modern student life.

Post-Visit Activities

The students will complete a worksheet listing seven facts they learned about FDR's childhood*.

The students will complete a word search about FDR's boyhood*.

The students will replay some of the period games they learned while on the field trip.

The students will complete the Franklin D. Roosevelt "Drawing Conclusions" worksheet*.

Student Assessment

The teacher will evaluate student understanding from the "Seven Facts I Learned About FDR's Childhood" assignment or the "Drawing Conclusions" assignment.



Franklin Delano Roosevelt's Boyhood



**Home of Franklin D. Roosevelt
National Historic Site
Roosevelt's Boyhood**

His Birth:

Franklin Delano Roosevelt was born on January 30, 1882 at Springwood, his family's estate in Hyde Park, New York. His parents were James and Sara Roosevelt. He was their only child, but his father had a son by his first marriage.

Photo's Courtesy of FDR Presidential Library



"All that is within me cries to go back to my home on the Hudson River" President Roosevelt once declared. FDR came home to Springwood often from Washington D.C. to find peace of mind and rejuvenation.

For young Franklin growing up at Springwood during the late 19th century gave him the opportunity to discover his life-long interests and responsibilities in nature, agriculture and in collecting things of significance. Through his mother and father's nurturing he learned to love his Springwood home, which he would always hold dear to his heart.



Photo's Courtesy of FDR Presidential Library

Young Franklin loved his boyhood at Springwood and always thought of the Hyde Park estate as his home. As he grew up, he was allowed to play with children from neighboring estates. Mary Newbold and Archie Edmund Rogers came to play with FDR and very often there were cousins who joined in the fun.



Photo's Courtesy of FDR Presidential Library

However, much of young Franklin's time was spent with his parents.



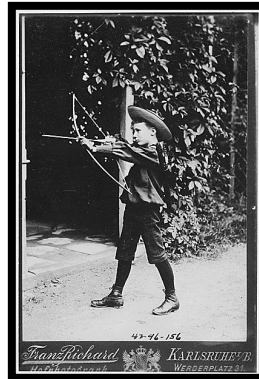
Photo's Courtesy of FDR Presidential Library

He often rode his horse "Debby" around the estate with his father. His mother played games with him and frequently read to him.



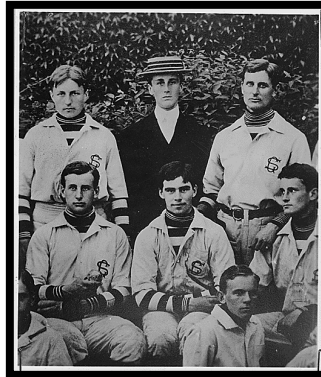
Photo's Courtesy of FDR Presidential Library

Franklin's daily activities were set by his parents. During a normal day, he would be up at seven, have breakfast at eight and have lessons from nine until noon. Then he could play for an hour before lunch. After lunch, there were lessons until four. Then there was time for play before supper at six and bed at eight o'clock.



Photo's Courtesy of FDR Presidential Library

Young Franklin was taught at home until he went to boarding school where students lived except for holidays. Governesses (young women teachers who lived with the family) and later tutors (young male teachers who also lived with the family) were hired to teach him. His favorite governess, Mademoiselle Sandoz was a French speaking Swedish woman. With Madam Sandoz, he studied the bible, arithmetic, science, geography, poetry, music, history, English and German. However, except for English and German, all other subjects were taught in French. History was his best subject, but Mademoiselle Sandoz said that his conduct was sometimes "mal" (bad)! She had high expectations of Franklin and once said to him "Your father is wasting his money and I am wasting my time, and I shall leave you." Thereafter the two became fast friends.



Photo's Courtesy of FDR Presidential Library

When young Franklin was fourteen years old he went to Groton, a boarding school in Massachusetts. After he graduated from Groton, he went to Harvard University in Massachusetts where he graduated with a degree in history. He later studied to be a lawyer at Columbia University and passed the bar examination in 1907.

In 1905 Franklin Roosevelt married Anna Eleanor Roosevelt on March 17th, St. Patrick's Day. Franklin and Eleanor had six children, Anna, James, Franklin JR (who died the same year he was born), Elliott, Franklin Jr., and John.

Franklin's political career began in 1910 when he was elected New York State Senator. In 1913 President Woodrow Wilson appointed FDR as Assistant Secretary to the Navy. In August of 1921 his political career came to an abrupt halt when he contracted polio. The illness took effect while he was vacationing at his summer home, Campobello, in Nova Scotia. FDR was determined to walk again, and exercised his legs as he walked from his Springwood home to Albany Post Road and back.

In 1928 he was elected Governor of New York State, and in 1932 he was elected President of the United States. On March 4th, 1933 FDR was sworn in as President of the United States. President Roosevelt was elected into office for four terms. He was the only President to ever be elected to four terms.

Summary Information about Buildings on the Roosevelt Estate

Greenhouse

Erected in 1906, the greenhouse contains a large rose room with nearly 300 plants where flowers for the Home are cut; a cool room for winter storage of the sago palms that grace the front porch balustrade of the Home in the warm months; and a moist room for the ferns which decorate the living room of the Home.

Gardener's Cottage

A five-room, gable framed cottage, typical of the popular Victorian style of Carpenter gothic or gingerbread architecture, was built sometime between 1840-1860 by the owners previous to the Roosevelt's. Located to the rear of the parking lot, it was used for employees, usually gardeners.

The Rose Garden/Gravesite

President and Mrs. Roosevelt are buried in the Rose Garden just northeast of the Home according to FDR's wishes. The two graves are located in front of a white marble tombstone 8 feet long, 4 feet wide, and 3 feet high and carved only with the words:

Franklin Delano Roosevelt 1882 - 1945 Anna Eleanor Roosevelt 1884 - 1962

Name _____

My Bus Trip Observations

Pre-visit Activity _____

Check List:

Write an F (for Franklin) next to the things Franklin might have seen as a young boy. Write an M (for me) next to the things you see on your trip to the Roosevelt-Vanderbilt Historic Sites and Presidential Library.

barn with cows	pharmacy
wild turkeys	pizzeria
horses	bank
stone fence	restaurant
gas station	parking lot
farm tractor	movie theater
fields	karate school
vegetable garden	Hyde Park Post Office
apartment buildings	St. James Church
Macdonald's	Stoutenburg House
Dunkin Donuts	Dairy Queen

_____ (Topic)		
<div>K</div> <p>(List what you already know about the topic.)</p>	<div>W</div> <p>(List questions about what you want to know about the topic.)</p>	<div>L</div> <p>(Using your questions as a guide, write all the information you have learned in this column. Use the back of this page if necessary.)</p>

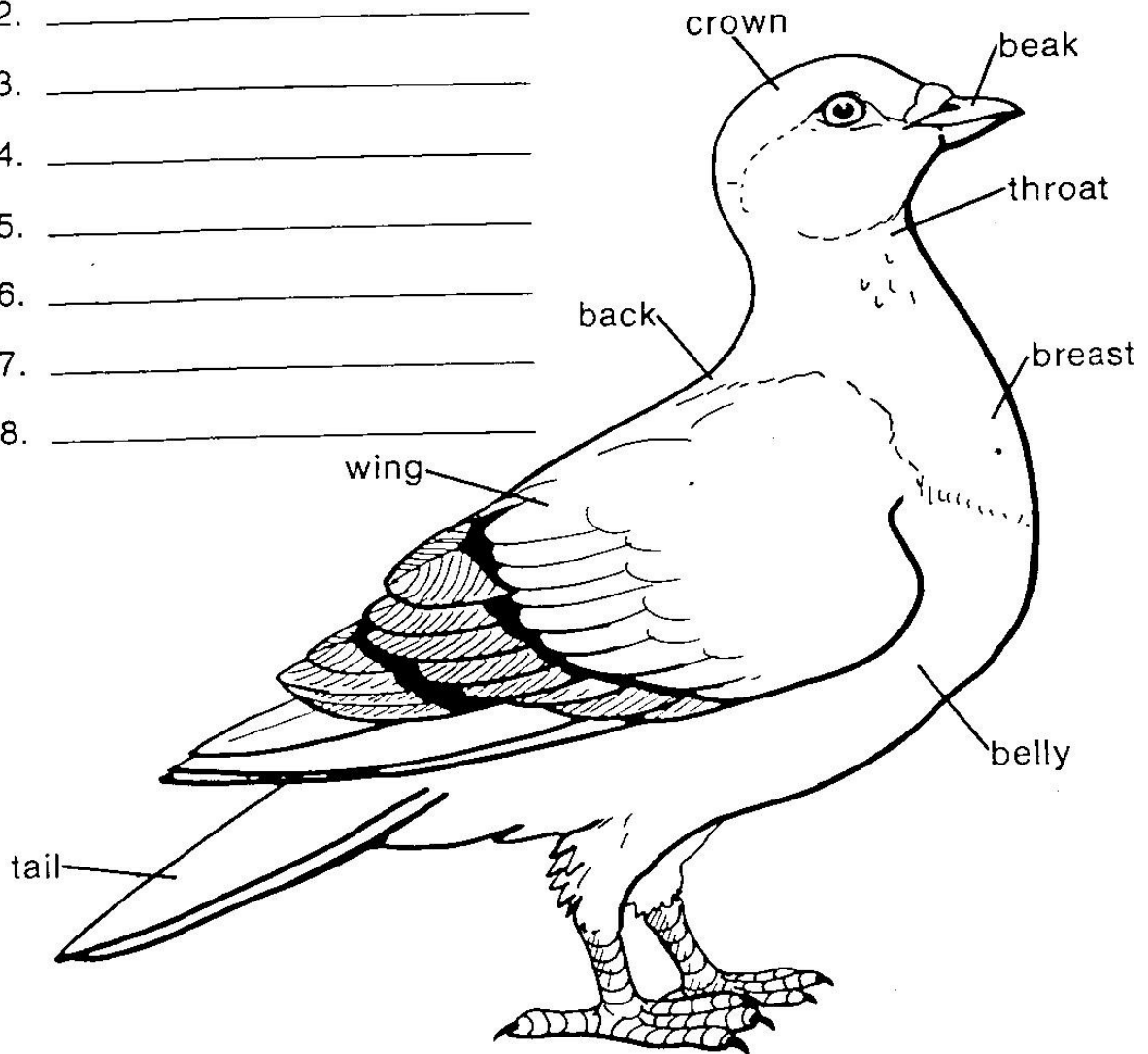
Name _____

Skills: Alphabetical order,
Writing sentences

Parts of a Bird

Write the parts of a bird in ABC order.

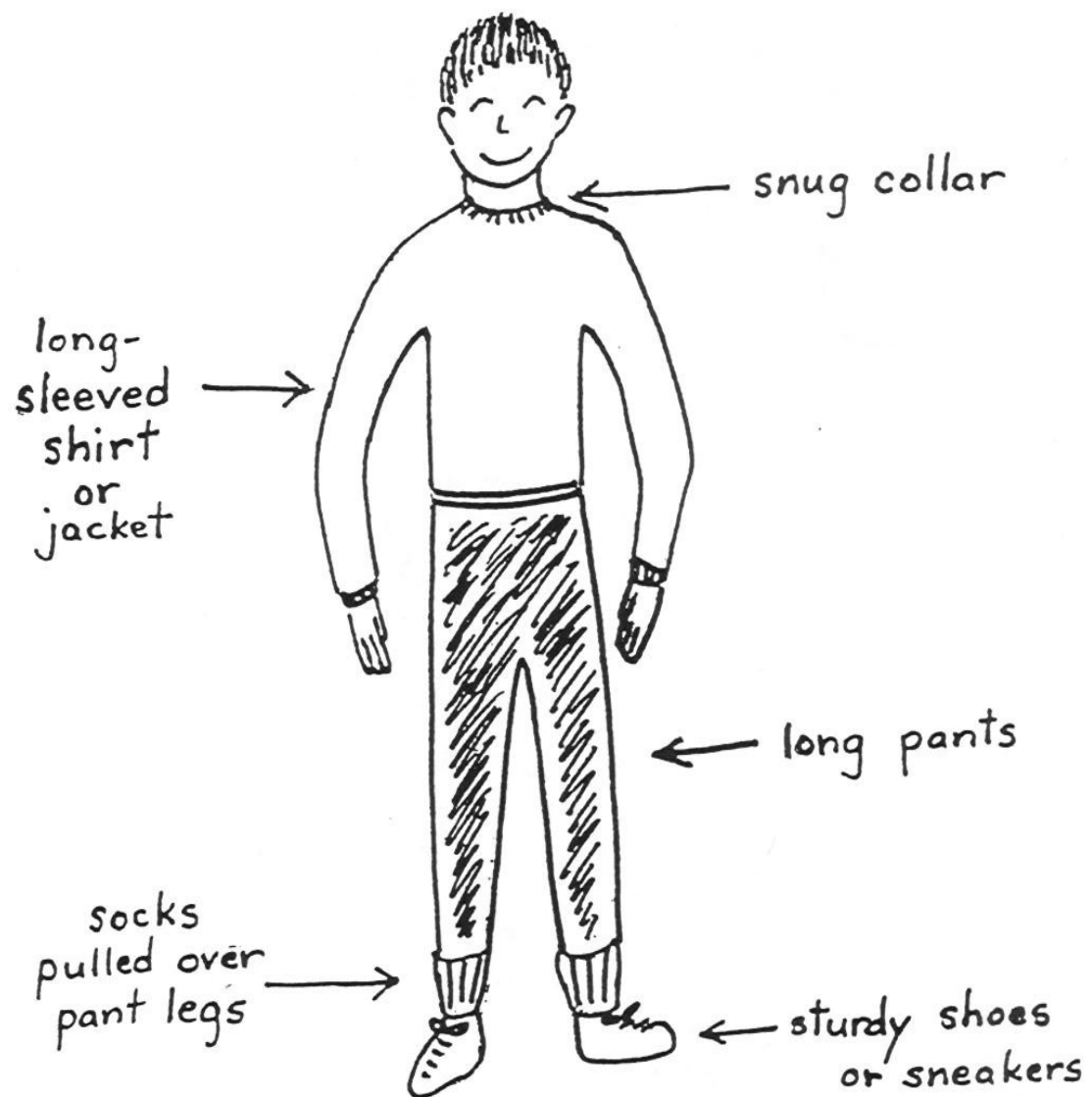
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Use three of the words in sentences.

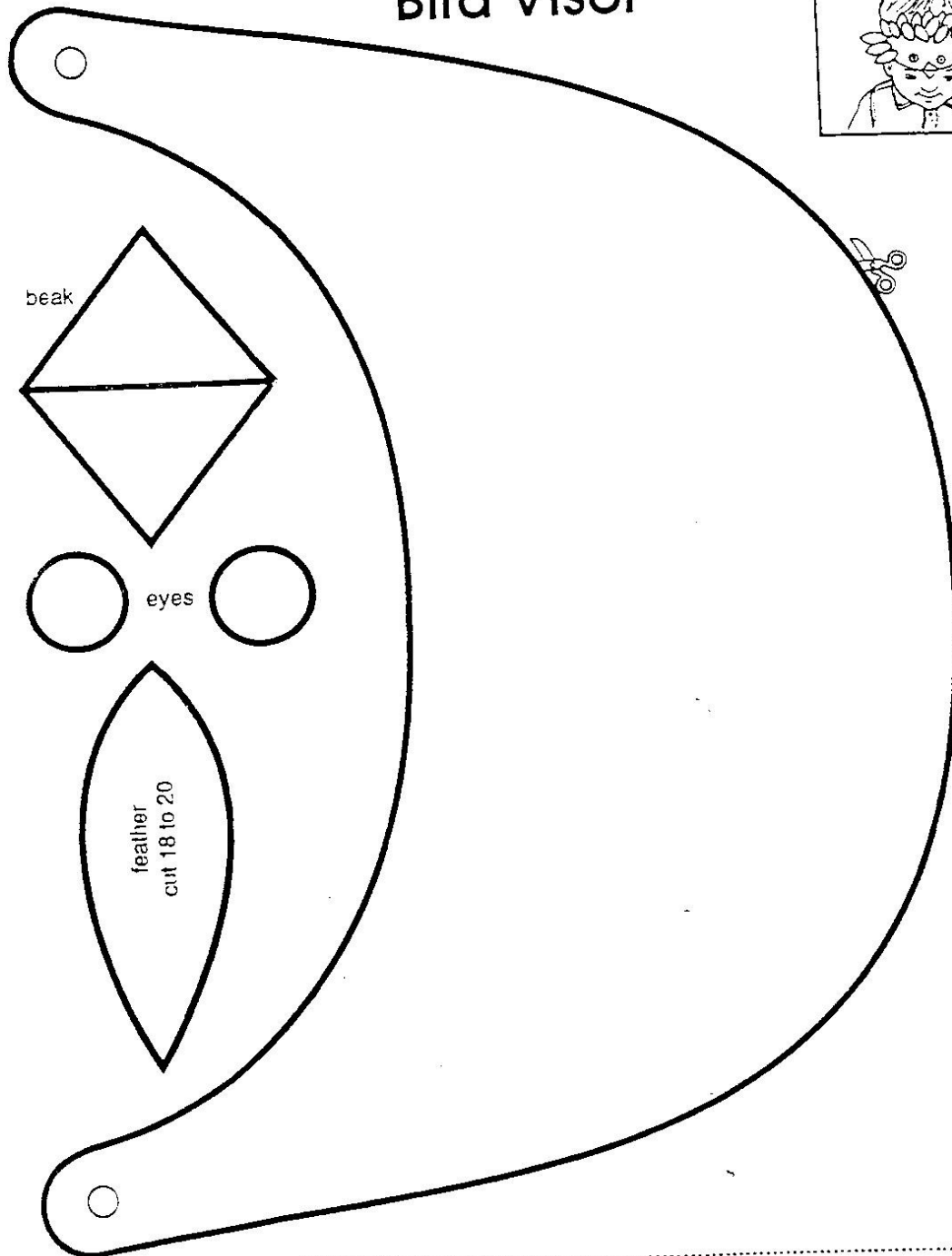
1. _____
2. _____
3. _____

What the well-dressed nature student will wear:



Bird Visor

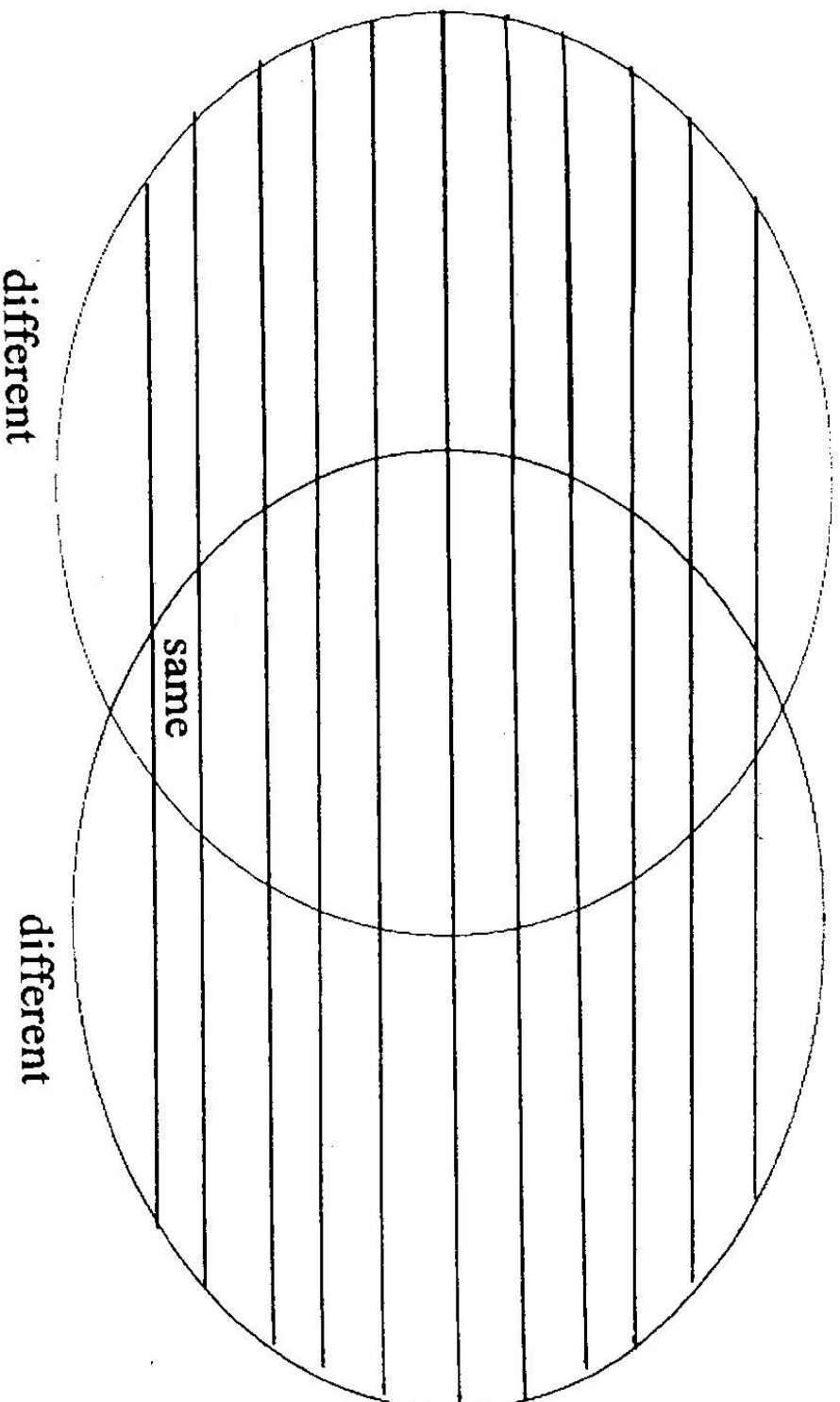
Art



Teacher: Instructions are on page 21.

© Frank Schaffer Publications, Inc.

Venn Diagram



Franklin D. Roosevelt



Franklin Delano Roosevelt was our 32nd president. In 1921, at the age of 39, Roosevelt was stricken with polio. The disease left him crippled, and he could never walk again without the help of leg braces and crutches. With courage and great effort, Roosevelt worked to strengthen his body. Instead of giving up his career in politics, he went on to become governor of New York. In 1933, he was elected president of the United States.

Roosevelt led America through two difficult times in the country's history—the Great Depression and World War II. During the depression, many businesses failed and millions of people lost their jobs. Roosevelt started a program that helped provide jobs. In 1941, America joined the war that had begun in Europe two years earlier. Roosevelt met with other world leaders to make war plans and to find ways to win peace. He died in 1945, just months before the war ended.

1. How many years was Roosevelt president? _____
2. Roosevelt did not let polio keep him from running for governor and president. What does that tell you about the type of person he was?

3. Roosevelt was elected president four times. What does this tell you about how the American people felt about him?

4. Many think F. D. R. was a great president. Do you agree? Explain.

Brainwork! List two questions you would have asked Roosevelt.

Answers: 1) 12 2) Accept all reasonable answers. 3) Accept all reasonable answers. 4) Answer varies.

Franklin's Boyhood

I	E	E	A	K	D	V	W	S	E	S	O	R	O	G
S	C	R	L	Y	S	V	W	S	D	D	V	R	M	A
D	S	E	K	B	D	D	U	J	Z	L	C	N	R	M
P	J	D	H	Z	A	O	Y	L	C	H	N	M	A	E
A	Q	D	V	O	H	T	S	T	A	Z	E	K	F	S
P	O	D	V	N	U	E	S	R	T	O	D	G	W	L
M	G	T	E	H	S	S	D	R	F	R	R	T	D	X
T	B	E	D	R	N	K	E	O	R	T	A	T	T	V
P	R	I	O	R	X	E	Q	K	A	S	G	V	Y	J
G	B	H	R	M	S	P	X	B	N	V	K	U	Y	D
L	P	X	O	D	V	T	N	I	K	T	S	O	N	Q
L	S	A	R	A	S	H	D	Z	L	U	O	O	O	H
R	O	O	S	E	V	E	L	T	I	J	P	Y	S	B
M	V	E	N	A	T	X	W	J	N	O	I	M	S	D
P	D	O	O	H	Y	O	B	S	T	A	M	P	S	H

BIRDS

FARM

GARDEN

ICEHOUSE

ROOSEVELT

STABLE

TREES

BOOKS

FRANKLIN

GREENHOUSE

ORCHARD

ROSES

STAMPS

BOYHOOD

GAMES

HORSES

POND

SARA

TOYS

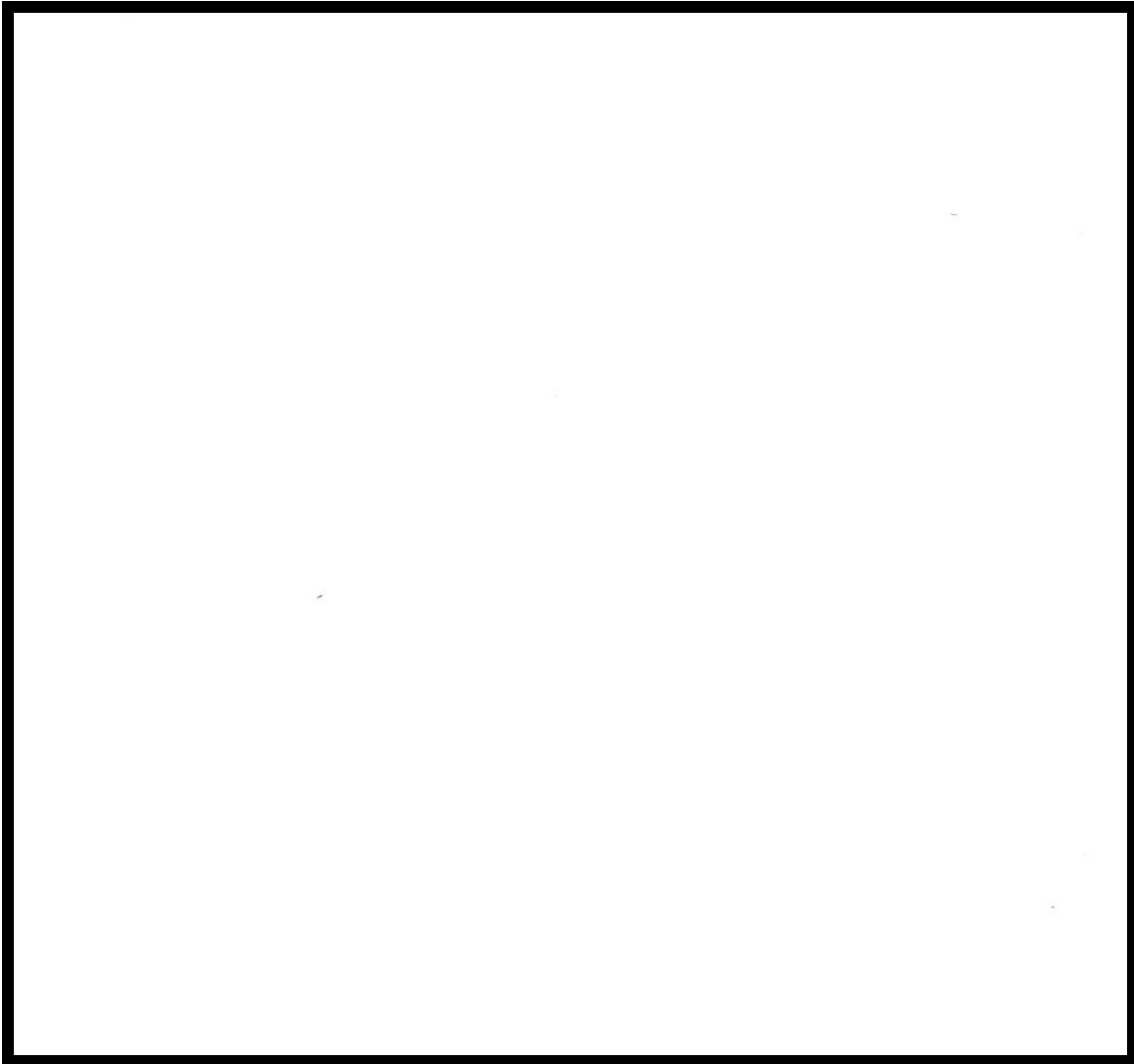
Facts I Have Learned About Franklin D. Roosevelt

Name _____ Date _____

On the lines below, write seven facts that you learned about FDR's childhood. Remember to write complete sentences and number each of your items.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Create a picture of your favorite part from the field trip:



Teacher Information

Background History of the Roosevelt Family



Delano Family

Background Information



Roosevelt Family History

By late 17th Century, the Roosevelt Family had made the central Hudson River Valley their home but generations of the family moved between this area and New York City. Much of the Roosevelt family money was derived from various business ventures, the most profitable of which was sugar refining in New York City where Isaac “the Patriot” Roosevelt (1726 -1794) built and managed his enterprises.

(1697 - 1900)

The Roosevelt family had a tradition of naming the males from every other generation either Isaac or James. Isaac’s son James (1790 – 1847) selected a site near Poughkeepsie, New York to build his home in 1818. He named the estate “Mount Hope.” Later, James’ son Isaac (1780 - 1863) also lived at “Mount Hope” with his wife until he purchased his own land nearby in 1828 and created an estate he named Rosedale. Because of the family wealth Isaac’s son James (FDR’s father, 1828 - 1900) grew up in a privileged environment. When the older James died in 1847 he left the Mount Hope property to his grandson James.

The Purchase of Springwood

After finishing school at Harvard University Law School and traveling to Europe, James Roosevelt returned to Mount Hope. In 1853 he married his second cousin Rebecca R. Howland (1831 – 1876). James Roosevelt, his wife Rebecca, and son James Roosevelt Roosevelt, more commonly referred to as “Rosy” (1854 – 1927), lived at Mount Hope, near the Josiah Wheeler estate. Wheeler and James Roosevelt knew each other socially and both bred racing trotters. In 1865, the Roosevelts’ Mount Hope was destroyed by fire while the family was overseas. Upon their return, James purchased the Wheeler estate, a decision likely influenced by the presence of the racing track and stables in the 10-acre meadow between the house and Albany Post Road. That fall he brought his wife Rebecca and son Rosy to the estate, renaming it “Springwood”.

The Roosevelts in Hyde Park

At Springwood the Roosevelts had an active social life and James, commonly referred to as “Mr. James,” took an active role in civic affairs. He became a vestryman and warden of Hyde Park’s St. James Church, was elected Town Supervisor of Hyde Park (1871 – 72), and was a member of the board of managers of the Hudson River State Hospital. The Roosevelts also spent some of their time in New York City where they rented housekeeping hotel suites. While visiting the New York City hotel in 1876 Rebecca died suddenly of a heart attack.

After Rebecca’s death James lived at Springwood and maintained a close relationship with his son Rosy. He bred trotting horses at Springwood until approximately 1877 when he gave it up because he felt the sport had become too corrupt. In 1878 James gave the “Red House” or

“Boreel House” on the adjoining property south of Springwood to his son Rosy and daughter-in-law Helen Astor as a wedding present.

The Marriage of James Roosevelt to Sara Delano

James remained single for four years. At an 1880 dinner party hosted by a relative Mrs. Theodore Roosevelt (mother of the future President, Theodore Roosevelt), James was introduced to 26 year-old Sara Delano (1854 – 1941). Sara was born and raised at her family estate, Algonac, located south of Hyde Park on the west side of the Hudson River in Newburg, New York. Like James, Sara also grew up in a privileged home with private tutors, trips to the far east, social outings in Manhattan, and days spent riding and sledding at her parents’ home. James and Sara’s courtship lasted a very short time and they were wed on October 7, 1880. At the age of 52 (and by then a grandfather) James had a new bride who came to live with him at Springwood. Her new stepson Rosy was six months younger than she was.

The Birth of Franklin Delano Roosevelt

On January 30, 1882, Franklin Delano Roosevelt was born to James and Sara. The birth was very difficult and Sara was advised not to have any more children. From the day he was born, FDR became the primary focus of her life.

James Roosevelt, the Gentlemen Farmer

James continued to be active in civic affairs in the small community of Hyde Park. He served as a member of the school board and as an Overseer of Highway maintenance for a section of Albany Post Road. While active in a variety of businesses he turned his attention to farming at his Hyde Park estate. He had been a gentlemen farmer at Mount Hope and successfully ran the estate at a profit by raising grain and hay crops. This success continued at Springwood where he expanded his property holdings and increased his herd of Channel Island dairy cows. The sales from the milk, grain, hay and other produce from the gardens paid for the upkeep of Springwood and a family home in New York City. The Roosevelts always used Springwood as more than just a seasonal home. Although they traveled extensively between their New York City home, summer home (in Canada), and Europe, Hyde Park remained their permanent residence.

Father & Son

When at Hyde Park, James, in semi-retirement, kept close to his family and despite his advancing age and declining health spent a great deal of time with Franklin. It was very unusual for fathers of that era to give their children as much attention as James gave Franklin. He often took his son for long rides to observe the estate’s production. FDR’s interest in conservation of forestry and his appreciation for the land unquestionably sprang from these rides and his father’s love of the outdoors. James knew much about the trees on the estate and taught his son that they should not be cut unless they were diseased or dead. When he was a child Franklin:

when he was small...He had a garden and was always building things - houses in the old pine trees which served every purpose.”

Sara Roosevelt

Sara Roosevelt also appreciated the gardens on the estate spending a considerable amount of time in the rose garden and greenhouse. Her favorite flower was the rose, perhaps because the Roosevelt name was of Dutch origin meaning “field of roses”. Many of Sara’s diary entries described her time spent in the garden. Where she often spent time gathering flowers for the house or the hospital in Poughkeepsie. During the winter months roses and carnations grown in the greenhouse provided cut flowers for Springwood and the home in New York City. It was Sara who oversaw the greenhouse and gardens.

FDR’s Education

The Roosevelt family led a happy existence at Springwood. FDR's parents intended to send him to boarding school when he was 12 years old but kept him home an addition two years because they could not bear to be parted from him. At the age of 14 FDR enrolled at Groton in Massachusetts. Vacations and breaks from school provided him with the opportunity to return to his beloved home where he would “trek the woods”.

When graduating from Groton in 1900 Franklin followed in his father’s footsteps by attending Harvard University. With a B.A. in History under his belt FDR continued his education at Colombia University studying law. He passed the bar examination in 1907.

James Roosevelt’s Legacy

James’ health had continuously deteriorated and on December 6, 1900 he died at the age of 72. James Roosevelt’s legacy at Springwood was the accumulation of a great deal of land for his family. He was responsible for teaching FDR to respect and love the river, land and trees. He had extended the veranda on the house and built new outbuildings including a coach house and a duplex for staff quarters. But few changes occurred in the area surrounding the main house. The rose garden and vegetable garden continued to be used by the family. James left the land and the estate to Sara Roosevelt with the provision that ownership of the property would be passed on to FDR if he outlived his mother.

(1900 – 1945)

The Marriage of Franklin D. Roosevelt to Anna Eleanor Roosevelt

On March 17th 1905 FDR married his fifth cousin once removed, Anna Eleanor Roosevelt, President Theodore Roosevelt’s niece. In 1908 Eleanor and Franklin lived in a New York City duplex townhouse that had been a wedding gift from Sara who lived in half of the duplex that had connecting doors on different levels. Although they lived in New York City Eleanor and FDR took every advantage of the opportunity to bring their growing family to Hyde Park for extended visits. FDR had always wanted a large family as he himself was an only child and they had six children: Anna (1906- 1975), James (1907 – 1991), Franklin Jr. (1909- 1909), Elliott (1910 – 1990), Franklin Jr. (1914 – 1988), and John (1916 – 1981).

In 1910, FDR's attention turned to the Estate when he decided much of the estate land was no longer viable for farming. With the help of the New York State College of Forestry he implemented a forestry program to produce revenue required to maintain the property. Eleanor recalled "Franklin's Mother never allowed him to interfere with the running of the place at Hyde Park, or the farm, but the woodland was his and he ran that on his own."

FDR and Polio

In August of 1921 FDR contracted infantile paralysis, better known as polio. He maintained a positive attitude, although his legs became weaker and weaker. He had heard of a resort in Georgia with warm, mineral –rich waters that might be able to cure his polio. He became enamored with the place and wanted to share it with others who were also battling the effects of polio by turning the defunct resort into the Polio Institute. Eleanor felt that FDR's battle with polio taught him "...the greatest of all lessons: infinite patience and a never-ending persistence."

Throughout this time his mother continued to oversee the running of the family estate. Sara felt her son, now handicapped, should retire to Hyde Park to spend his days overseeing the farm. But it was Eleanor who fought to keep FDR's political aspirations alive. In 1928, with new strength and courage, Franklin Delano Roosevelt once again entered the political arena and was elected Governor of New York State.

FDR's Sense of Place

"All that is within me cries out to return to my home on the Hudson River"

President Roosevelt had a deep and lasting connection to "Springwood", his lifelong home in the Hudson River Valley. Encouraged by loving parents, young Roosevelt grew to know every rock and tree on the place. It is one of the few places where an American President was born, grew to maturity and was buried. FDR never severed the bonds to his home using it through out his life as a refuge, a sanctuary, and a gathering place where ambitions became political reality. At Springwood the sheer force of will and the support of his family and friends allowed FDR to overcome personal tragedy and whenever FDR was in need of rest in his Presidential years, he traveled home to Springwood. The estate worked its magic on him and he "...confounded his staff by the ease with which, even the darkest hours, he managed to shake off the burdens of the presidency upon his arrival at Hyde Park, and emerged stronger and more confident in a matter of days."

FDR always felt strongly about the plantings on his estate, and once even timed a visit to Hyde Park to coincide with the blooming of the Dogwoods. After contracting polio, one of FDR's favorite activities was to drive through his plantations in his hand-operated Ford. He was proud of this section of the Hudson River Valley and he shared the region with friends and world leaders, including Winston Churchill.

The lessons learned at Springwood were transformed into public policy, first in New York as Governor, and later nationwide as President. Reforestation, soil conservation, the preservation of National Parks and National Forests, the Civilian Conservation Corps: all can be traced backed to a life of exploration and work on the land at Hyde Park. FDR believed in the regenerative effects of forests saying, ... “the forests are the lungs of our land, purifying our air and giving fresh strength to our people.”

As President, he implemented the Civilian Conservation Corp (CCC) to employ young men to aid in the conservation effort on state and federal land. This program existed over ten years and employed more than 2.5 million men. On January 22, 1936 FDR wrote of his interest in conservation:

“...I have for a long time been interested in the conservation and preservation of our natural resources, not only those resources of great money value, but also of scenic value, which if once destroyed, can never be replaced. Anyone who has read the history of our country knows how in our rush to acquire land and subdue the forests, many of these natural resources were destroyed for all time. It is fortunate that there have always been a few men who have stood stoutly for their preservation.”

FDR's Political History

NY State Senator

FDR's political career began in 1910 when he was elected a New York State Senator. He was appointed chairman of the Forest, Fish & Game Commission 1910. This appointment coincided with the rising awareness of the State's need for adequate protection of its forests, streams and wildlife resources. He was re-elected 1912.

On March 17th 1913, President Woodrow Wilson appointed FDR as Assistant Secretary to the Navy, an office he held throughout WWI. In 1920 Franklin ran, but was defeated in, the race for Vice Presidency of the United States.

FDR's political career came to an abrupt halt in August of 1921 when he contracted infantile paralysis, better known as polio. The illness took affect while he was vacationing at the family's summer home Campobello in Nova Scotia. He was transferred to a hospital in New York City where he stayed through the spring of 1922 when he was finally able to return to Hyde Park. FDR was determined to walk again without the use of crutches and exercised his legs as he tried to walk down the old home road to Albany Post Road and back. As the weather became warmer FDR swam in the pond in an attempt to regain the use of his legs.

NY State Governor

In 1928, and again in 1930, FDR was elected Governor of New York State. On January 1, 1929 he was sworn in as Governor in Albany, NY. Foreign trade dropped to a third of its normal level, farm foreclosures accelerated, and many banks failed. President Hoover was confident that this was a temporary condition. In October of 1929 the New York Stock exchange crashed and the nation entered the Great Depression. Between 1930 and 1932 the number of unemployed Americans rose from four million to twelve million. In 1931 the depression intensified and Governor Roosevelt authorized the Temporary Emergency Relief Administration (TERA) making New York State government the first to assist in depression relief efforts.

As Governor, Roosevelt had to react to the economic crisis in hard-hit New York. Speaking from Warm Springs, Georgia in May 1932 Roosevelt stated "Clearly it is a duty of government in an emergency to prevent any man, woman or child from starving." His progressive ideas became the framework for social and economic reforms for New York. He was the leader in supporting state unemployment insurance, reforestation, old-age pensions, and promoting hydroelectric power so the state could electrify rural areas and supply affordable electricity to homes and factories.

(1932- 1944)

32nd President of the United States and the only four term President.

The affection FDR felt toward the Hyde Park community was reciprocated, especially on election night. From the time FDR first ran for office he cast his ballot on Election Day at Hyde Park's town hall. Each election night his neighbors would parade down the entrance drive by torchlight. Even though FDR never carried Dutchess County the tradition was to show their support, and they helped him celebrate after the final election results were in.

On March 4th, 1933 Franklin Delano Roosevelt was sworn in as President of the United States. When he took office the American economy was in great distress. Millions of Americans were out of work and the American banking and credit systems were in the state of near collapse. In his "first 100 days" in office FDR closed the banks and reopened them only if they were financially secure. He implemented "New Deal Programs" including the CCC (Civilian Conservation Corps), FERA (Federal Relief Administration), TVA (Tennessee Valley Authority), AAA (Agricultural Adjustment Act), and the NRA (National Recovery Administration). In the President's first inauguration address to the American people he said it was time "to speak the truth, the whole truth, frankly and boldly," and to remain hopeful because "the only thing we have to fear is fear itself." The new President brought an air confidence and hope to the nation.

President Roosevelt won a landslide victory in the 1936 presidential election. Although voters approved of the New Deal, adverse Supreme Court decisions, weakening congressional support, partisan conflict, labor unrest, and the continuing recession challenged FDR and his vision for social and economic reform. The United States did not fully recover from the Depression until the labor demands of wartime industries and the armed services during WWII produced

By the end of FDR's second term international crisis began to dominate his attention. German Chancellor Adolf Hitler, elected to office in 1932, had rebuilt German military power and formed the Axis alliance to pursue a foreign policy of aggression and expansion in Europe. FDR realized America's need for national preparedness.

Roosevelt debated whether to run for a third term in office. He told Secretary Henry Morgenthau, Jr. "I do not want to run unless...things get very, very, much worse in Europe." Development in Europe did get much worse with the German invasion and occupation of France. In June of 1940, FDR decided to go for re-election to a third term. In 1944, in the middle of WWII, Franklin D. Roosevelt ran for an unprecedented fourth term, against the advice of his doctors, family, and friends. His health was failing, but his goal was to see the end of World War II. He also wanted to participate in shaping the post war world, which included establishing an organization called the United Nations, which he hoped would prevent future wars.

The Death of Sara Roosevelt

On September 7, 1941, Sara Delano Roosevelt died at the age of 86 and the estate passed to FDR. After the attack on Pearl Harbor on December 7th, 1941, as the United States entered WWII the 240th Military Police Battalion arrived at Hyde Park to protect the President and his family. The battalion's 'A' Company was housed at the Bellefield estate north of Springwood while the 'B' Company was housed a mile-and-a-half north on the third floor of the Vanderbilt Mansion and in the mansion coach house.

The Death of the President

Near the end of his life FDR donated two parcels of land to the United States Government. In 1939 the first parcel of 16.31 acres was donated to the National Archives and Records as the site of his Presidential Library. In 1943, arrangements were completed to donate 33.23 acres to the National Park Service including his family home "Springwood", several outbuildings, the rose and vegetable gardens, orchards, and fields. The National Park Service officially took ownership in November of 1945 six months after FDR's death.

Franklin Delano Roosevelt died of cerebral hemorrhage on April 12, 1945, in Warm Springs, Georgia. After traveling from Georgia to Washington FDR's coffin was brought to Hyde Park by train. His body, followed by a riderless horse, was brought up the river road through the woods he was so fond of. He was buried in the rose garden as specified in his will.

In November 1945 Eleanor relinquished ownership of the Springwood property to the National Park Service and moved to her Val-kill home. Eleanor Roosevelt wrote about her husband's feeling toward the estate, and why he donated it to the National Park Service:

“I think Franklin realized that the historic library, the house, and the peaceful resting-place behind the high hedge, with flowers blooming around it, would perhaps mean something to the people of the United States. They would understand the rest and peace and strength, which he had gained here and perhaps learn to come, and to go away with some sense of healing and courage themselves. If this place serves this purpose, it will fulfill; I think the desire, which was nearest to my husband’s heart when he gave the place to the Government.”

References for entire program:

Freedman, Russell, *Franklin Delano Roosevelt*, Clarion Books, 1990.

Goodwin, Doris Kearns, *No Ordinary Times, Franklin and Eleanor Roosevelt: The Home Front in World War II*, Simon & Schuster, Inc. 1994.

Revised Edition: Bull, John, Farrand, John Jr., *National Audubon Society, Field Guide to Birds, Eastern Region*, Published by Alfred A. Knopf, 1994.

National Archives, Franklin D. Roosevelt Presidential Library

National Archives, Franklin D. Roosevelt Presidential Library, Franklin Delano Roosevelt Bird Diary.

National Park Service, *Cultural Landscape Report*, Christine Baker, 1997.

National Park Service, *Draft Cultural Landscape Report*, Ken Moody, John Sears, 2005.

Ward C, Geoffrey, *Before the Trumpet, young Franklin Roosevelt 1882 – 1905*, Harper & Row publishers Inc, New York 1985.

New York State standards see www.emsc.nysed.gov.

Roosevelt-Vanderbilt National Historic Sites



Dear Parent/Guardian,

Your son or daughter will be participating in a school field trip to the Roosevelt-Vanderbilt National Historic Sites. He/she will be participating in a curriculum-based house tour, environmental education program, or other special history education programs.

For the purpose of promoting and offering our education programs to teachers and students we will be photographing the students and teachers during their school field trip. We need your signature and printed name for permission to use these photographs for our teacher materials, advertising materials and Website. Please sign and print your name below to give us permission.

Please return the bottom portion of this letter to your child's teacher as soon as possible. Thank you for cooperation and assistance in promoting our educational programs.

Sincerely,

Susanne Norris

Susanne Norris
NPS Education Specialist

Release Form

I give permission for my child's photograph of class participation at the Roosevelt-Vanderbilt National Historic Sites to be used in park brochures and other advertising materials for school programs.

Printed Parent/Guardian's Name

Parent/Guardian's Signature

Student Name

Date

School Name and Grade _____

Roosevelt-Vanderbilt National Historic Sites



Dear Teachers,

For the purpose of promoting and offering our education programs to teachers, students and families we will be photographing you during our park programs. We would appreciate your permission to use these photographs for our teacher materials, advertising materials and Web-site. Please sign and print your name below to give us permission. Please return this letter to the park ranger giving the program. Thank you for cooperation and assistance in promoting our national park service education programming.

Sincerely,

Susanne Norris

Susanne Norris
NPS Education Specialist

Release Form

I give permission for my photographs/video of my participation at the Roosevelt-Vanderbilt National Historic Sites to be used in park brochures and other advertising materials for school programming.

Print Name

Sign Name

Date